



## JOB DESCRIPTION

### UPPER SCHOOL HEAD OF ENGLISH

Job Title:	Head of the English Department
Line Manager:	Deputy Head (Academic)

#### Outline

First and foremost, our teachers genuinely love working with young people, they help them to excel academically, support them pastorally and they go the extra mile, seeing teaching as a vocation. They inspire students through a genuine passion for learning and a desire to lead them towards outstanding academic outcomes.

In particular, our Heads of Department provide professional leadership and management, ensuring high quality teaching, effective use of resources, and improved standards of learning and achievement for all students. They model and promote best practice in teaching and learning, and promote the development, implementation and evaluation of teaching and learning strategies, including applications of new technologies.

As middle leaders, our Heads of Department have all-round abilities and interests which support excellence both in the classroom and beyond. They are experienced and dynamic, believing in an education that ensures each child reaches their academic potential through outstanding teaching, close personal tutoring, a broadly enriched school life, and learning through service to their community.

With a passion for boarding education, Heads of Department embrace a high degree of integration between their personal and professional lives; and relish being part of a full boarding community, giving generously and willingly of their time. They understand and embrace the challenges of a start-up school and mountain-based life, and embrace living and working in this kind of environment.

#### Duties and Responsibilities

##### Overall Responsibilities

- Promote high standards in all aspects of school life, particularly in student progress.
- Maximise the academic progress of the students they teach through outstanding teaching and learning.
- Actively support the motto, ethos, culture and policies of the school.
- Inspire and motivate students, teachers and other school employees.
- Promote the development and provision of learning pathways for students to access high tariff universities.
- Instil high expectations within the Department where teachers develop agreed schemes of learning, understand the requirements of examination syllabi, and meet assessment deadlines.
- Promote planning and practice focusing on learning for achievement where active learning strategies engage and motivate students.
- Ensure that AfL strategies are used effectively to support the progress of learners and to review provision.
- Develop the use of external data within the Department as an aid to improving teaching and learning and to aid target setting with students.
- Strategically, oversee student progress in the Department (including the use of data) and action appropriate interventions.
- Promote cross-curricular dimensions and the development of cross-curricular functional skills; English and digital literacy, numeracy and leadership attributes.
- Comply with the professional duties of the Harrow Appt Code of Conduct.
- Contribute to a school culture which is positive, purposeful and professional.
- Engage positively in the school Appraisal process and performance management arrangements.
- Foster positive self-esteem and supportive relationships, founded upon respect and mutual trust.
- Promote a positive, purposeful and professional working atmosphere that encourages cooperation and challenge whilst valuing the contribution that individuals make to the success of the school.

##### Developing the Practice of Others

- Ensure that responsibilities are spread out across the Department, maximising provision and student outcomes, taking into account the skills and qualities of other teachers and their professional standards.
- Advise and support other teachers, providing clear feedback and support strategies where appropriate to help others to become more effective teachers.

- Induct, support and monitor new staff in the Department, be a mentor to colleagues and encourage co-operation, collaboration and teamwork.
- Ensure that best practice is disseminated regularly and routinely across the Department and that staff promote learning and share high quality resources.

### Communication

- Effectively align the Department to the school motto, values and objectives.
- Promote an ethos of teaching matching Harrow expectations and aligned to the teaching standards document.
- Support the Cover Supervisor with arrangements for classes when staff are absent.
- Communicate the Department's resource needs (space, staff, money, and equipment) efficiently.
- Analyse, evaluate, and respond to student performance and contextual data producing analysis reports.
- Lead Department meetings effectively with relevant agendas and action point recorded and acted on.
- Ensure effective communication/consultation with parents and boarding staff.
- Liaise with Examination Boards, Awarding Bodies, and other relevant external bodies.
- Represent the Department's views and interests at Head of Department Meetings and act as the advocate for the Department across the school.
- Communicate Department specific information across the school, e.g. calendared events.

### Teaching and Learning

- In liaison with, and under guidance from, the Faculty Leader and other subject teachers, plan and teach lessons and units of work in agreed subject areas at Key Stage 3 (Appi bespoke curriculum), Key Stage 4 (Edexcel IGCSE) and Key Stage 5 (likely Edexcel).
- Be an excellent teaching practitioner in planning, preparing, and delivering well-structured, clearly presented lessons appropriate to the abilities of all students and that maximising their learning progress.
- Make sure that the classroom and department provides a stimulating environment that facilitates learning.
- Generate enthusiasm for the subject being taught and inspire all students to work to their potential.
- Liaise with the Head of Department/Faculty and Inclusion Team where a student may have special educational needs and with the house master/mistress if a student is experiencing pastoral difficulties.
- Promote high standards of behaviour by encouraging a positive, proactive approach to study and build productive relationships with students.
- Set homework according to policy and pertinent to the student's ability and wider workload.
- Promote high standards in the use of English as the common language, ensuring strong academic progress.
- Provide high quality, accurate, constructive, and targeted information to parents in subject reports, meetings, and relevant communications.
- Assess, record, and monitor the progress of all students according to Department/Faculty guidelines in order to provide accurate information to colleagues and parents in a variety of forms, as and when necessary.
- Develop, maintain, and share materials and resources in order to achieve excellent learning outcomes.
- Partake proactively in the annual cycle of Department/Faculty monitoring, review, and improvement planning.

### Accountability

- Be respectful of the needs of colleagues and the school with regards to co-operation, collegiality, deadlines, and team cohesion.
- Participate positively in meetings, follow policies, and generally contribute to the effective and efficient running of the school.
- Promote professional dialogue, share ideas about teaching and learning and support other teachers in developing good practice and new approaches and initiatives.
- Engage positively in, and contribute to, professional development activities offered by the school and Group.
- Enthusiastically contribute to cross-curricular links and initiatives, and super and co-curricular activities.
- Be involved in new initiatives within the school as part of ongoing professional development.
- Take an active interest in maintaining subject knowledge, learning networks and current educational research.
- Constructively contribute towards school developments and implement agreed whole school policies and initiatives.
- Contribute and respond positively to the outcomes of the school's self-evaluation reviews, quality assurance activity, audits, and inspections.
- Behave in a manner befitting a role model for students of the school and in a manner that brings only benefit to colleagues and the reputation of Harrow.
- Be pro-active in maintaining and developing IT capability in line with the Digital Learning Strategy.

### Other Responsibilities

- Undertake other reasonable duties as requested by members of the Senior Leadership Team and any duties that the

Head deems necessary for the effective operation of the school.

## Personal Specification

**QUALIFICATIONS:** Fully qualified with an appropriate education degree, or a bachelor's degree and a UK PGCE, and UK QTS (or internationally recognised high-quality equivalents).

**EXPERIENCE:** A sustained period teaching experience in a strong school and appropriate familiarity with the National Curriculum of England and IGCSE/GCSE syllabi (A Levels will be offered from 2024 onwards).

**COMMITMENT TO TEACHING:** All Harrow schools are academically rigorous. Our teachers need to be comfortable guiding highly able students, supporting their progress to the world's best universities.

**COMMITMENT TO BOARDING:** Harrow Appi is a full, seven-day boarding school – all students will board, and all staff will be resident on-site or close to the school. All academic staff will be fully involved in boarding, including evening and weekend duties and residential visits. A passion for educating the whole child is essential.

**ENGLISH LANGUAGE ABILITY:** Harrow Appi is a British international school; the language of instruction and inclusion is English. Appointment will require fluency in English.

**DIGITAL CAMPUS:** Our teachers must be fully committed to the digital culture of the school and be able use new technologies through innovative, future-focused methodologies.

**COMMITMENT TO HOLISTIC EDUCATION:** Learning at Harrow Appi will take place in classrooms and in the great outdoors. We need teachers who will thrive in a mountain school environment, in rural Japan.

In addition, our teachers demonstrate:

- Evidence of relevant and challenging continuing professional development.
- A high level of professionalism and consideration of the well-being of children.
- Respect for all members of the community, irrespective of position, gender, age and ethnicity.
- Previous experience working with students for whom English is not their first language.
- A positive, resilient, and solution-focused attitude to working life.
- A flexible approach and a willingness to get involved wherever needed.
- A commitment to safeguarding and to promoting the welfare of children and young people.
- A clean police record (reported via the International Child Protection Check from the UK or appropriate police and other checks from relevant countries of residence/work, for applicants who have never worked in UK) and no issues regarding suitability to work with children.

*Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. The post holder will be expected to comply with any reasonable request by the line manager to undertake work of a similar level that is not specified in this job description. This job description may be amended at any time following discussion between the line manager and member of staff, and will be reviewed annually.*

Harrow Appi Japan is fundamentally committed to safeguarding the children in our care and their welfare is our top priority.

All adults in the School community are expected to follow its Child Protection procedures and are required to undertake safeguarding checks.

Harrow Appi Japan reserves the right to recruit at any stage during the selection process.